

Job description and Person Specification

Key Stage 1 Class Teacher



Harper Bell Seventh Day Adventist Primary School

Job description: Key Stage 1 Classroom Teacher

Job details

Salary: MPR/UPR

Hours: 32.5

Contract type: full-time/permanent

Reporting to: Headteacher

Responsible for: Subject/responsibility area to be confirmed

Main purpose

The appointed teacher will:

- To carry out the duties of a schoolteacher as set out by the class teacher job description and the schoolteachers' pay and conditions document.
- To lead a curriculum area within the school.

Context of Role

The Key Stage 1 Class Teacher will be based in either year 1 or year 2 dependant on the strengths of the teacher.

- The school welcomes teachers of high professional standard and shares the responsibility with each teacher for continual review and the development of expertise.
- All teachers make a valuable contribution to the school's development and, therefore, to the progress of all pupils.
- All teachers except those who are newly qualified, will have a lead responsibility for a curriculum area across the whole school and will be supported in that role by their line manager.

Class Teacher

The main professional responsibilities for this post are:

- Implement and deliver an appropriately broad, balanced and relevant curriculum for pupils in line with the policies of the school.
- Facilitate, support and monitor the overall progress and development of pupils and designated groups of pupils.
- Prepare and implement support plans for individual pupils.
- Foster a learning environment and educational experience which provides pupils with the opportunity to fulfil their individual potential
- Share in the development and review of the curriculum, teaching materials, methods of teaching and assessment in collaboration with the wider school team.
- Support and contribute to the school's responsibility for safeguarding children
- Develop the use of new and emerging technologies and techniques within the classroom.

Duties and responsibilities

Planning, Teaching, Class Management and Curriculum Development

- Teach all areas of the KS1 curriculum
- Identifying clear teaching objectives and specifying how they will be taught and assessed.

- Setting tasks which challenge pupils and ensure high levels of interest
- Setting appropriate and demanding expectations
- Setting clear targets, building on prior attainment
- Identifying SEN or very able pupils
- Providing clear structures for lessons maintaining pace, motivation and challenge
- Making effective and best use of available time
- Maintaining good conduct and learning behaviours in accordance with the school's procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and homework
- Using a variety of teaching methods to match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
- Use effective questioning, listen carefully to pupils, give attention to errors and misconceptions
- Select appropriate learning resource's and develop study skills through library, I.C.T. and other sources
- Ensuring pupils acquire and consolidate knowledge skills and understanding appropriate to the subject taught
- Evaluating own teaching critically to improve effectiveness
- Ensuring the effective and efficient deployment of classroom support
- Taking account of pupils' needs by providing structured learning opportunities which develop the areas of learning identified in national and local policies and particularly the foundations for English and Mathematics
- Encouraging pupils to think and talk about their learning, develop self-control and independence, concentrate and persevere and listen attentively.
- Using a variety of teaching strategies which involve planned adult intervention, first-hand experience and play and talk as a vehicle for learning.
- Closely liaise with parents and guardians, professionals within KS1 and the wider school, including fellow staff and colleagues from external agencies (for example, specialist teachers from the LA support services, health professionals and social workers).
- Motivate children's learning, both indoors and outdoors, encouraging learning through experience
- Contribute to team responsibility for a subject or aspect of the school's work and develop plans which identify clear targets and success criteria for its development and/or maintenance
- Contribute to the whole school's development activities

Monitoring, Assessment, Recording, Reporting

- Assess how well learning objectives have been achieved and use them to improve specific aspects of teaching
- Provide feedback for pupils and set targets together for progress
- Assess and record pupils' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving.
- Prepare and present informative reports to parents.

Strategic Leadership

- To lead a curriculum area across the whole school.
- To promote and support the principle that all class-based staff are leaders of learning.
- Have high expectations of all pupils and support staff.

- Think creatively and imaginatively to anticipate and solve problems and identify opportunities.
- Support the smooth transition between Year 1 and Year 1 and Year 1 to Year 2.
- Liaise with staff to ensure smooth transition from one phase to another, including coordination of the 'handover' of relevant documents.

Health, safety and discipline

- Promote the safety and wellbeing of pupils
- Maintain good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment

Professional development

- Take part in the school's appraisal procedures
- Take part in further training and development to improve own teaching
- Take part in the appraisal and professional development of others, where appropriate

Communication

- Communicate effectively with pupils, parents and carers

Working with colleagues and other relevant professionals

- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues

Personal and professional conduct

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Understand and act within the statutory frameworks setting out their professional duties and responsibilities

Management of staff and resources

- Direct and supervise support staff assigned to them, and where appropriate, other teachers
- Contribute to the recruitment and professional development of other teachers and support staff
- Deploy resources delegated to them

Safeguarding

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- Work with the designated safeguarding lead (DSL) to promote the best interests of pupils, including sharing concerns where necessary
- Promote the safeguarding of all pupils in the school

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the teacher will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager.

Person specification: Key Stage 1 Classroom Teacher

CRITERIA	QUALITIES
<p>Qualifications and experience</p>	<ul style="list-style-type: none"> • Qualified teacher status • Degree • Experience of working across Key Stage 1. • Proven highly successful teaching experience in Key Stage 1 • Experience of effective involvement with parents. • Experience of delivering a phonics programme
<p>Professional Knowledge and Experience</p>	<ul style="list-style-type: none"> • A clear understanding of how young children learn and the ability to plan for effective and high-quality teaching and learning • An understanding of the principles and practices of observations, assessment and planning and how these can be used effectively to maximise pupil progress for all groups of children • To have experience and understanding of working with children with SEND • The ability to meet all children's needs to ensure every child makes good progress including those with English as an additional language and children with additional or complex needs or disabilities • To be able to manage behaviour effectively using a range of positive strategies • Experience of planning and organising an enabling learning environment inside and outside • A positive approach to the outdoors and the ability to use the outdoor environment to support children across all areas of learning • To lead by example through consistently high-quality practice in all areas • The ability to maintain professional and positive relationships with children, staff, parents and external agencies • A clear understanding of how to teach phonics • An understanding of how to adapt learning to provide appropriate levels of challenge so that all pupils make good progress • The ability to use assessment information effectively to plan next steps for all children. • To work collaboratively and supportively with colleagues within year group team and the wider school, and outside agencies • The ability to lead and motivate support staff • To be committed to continual personal and professional development. • To be reflective and learn from past experiences • To be committed to equality, diversity and the inclusion of all • To be able to communicate clearly both orally and in writing

Skills and knowledge	<ul style="list-style-type: none"> • Excellent classroom practitioner with a thorough understanding of the KS1 curriculum and a commitment to the highest standards of teaching and learning • An extensive knowledge and understanding of how to promote pupils' spiritual, moral, social and cultural development and good behaviour through effective management and leadership. • Experience of curriculum planning, assessing and recording. • Knowledge of statutory requirements for the end Key Stage 1 and have experience of working with these. • A commitment to continuous professional development. • Be able to demonstrate outstanding classroom practice and articulate what constitutes effective teaching and learning within your phase. • Have excellent communication skills with all stakeholders. • Ability to work effectively as part of a team of staff and governors. • Use effective ICT skills for teaching and learning. • Ability to demonstrate positive and highly effective behaviour management skills. • Be committed to a high quality, student focuses approach to learning. • Good organisational and time management skills. • A passion for learning and the ability to inspire children to reach their full potential. • Always demonstrate a positive and professional attitude. • Flexible and keen to adapt to meet the needs of school. • Commitment to extra-curricular activities.
Safeguarding	<ul style="list-style-type: none"> • Up-to-date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people. • Commitment to the protection and safeguarding of children • Will co-operate and work with relevant agencies to ensure the appropriate safeguarding of children
Personal qualities	<ul style="list-style-type: none"> • Be reliable with a high degree of integrity • Possess excellent interpersonal skills and be able to form effective working relationships • Be well-organised, enthusiastic, energetic and flexible • Be resilient and demonstrate the ability to work under pressure. • Manage time effectively • Value and respect the views of children • Self-motivated and able to take initiative and responsibility • Demonstrate a willingness to learn with and from colleagues • Be proactive in maintaining own professional development and willing to seek help from others when needed • A commitment to take part in all aspects of the life of the school, including meetings, training, special events and other activities as required • Adhere to the School's code of conduct • To provide the best education to each individual child in an environment where all are committed to safeguarding the welfare of children. • A team player

Notes:

This job description may be amended at any time in consultation with the postholder.